

## AP EUROPEAN HISTORY

### PART II: FREE RESPONSE QUESTIONS FORM B (33 points )

You must answer one of the following: Write an essay that:

- has a relevant thesis
- addresses all parts of the question
- supports thesis with specific evidence
- is well organized.

1. In the late nineteenth century, millions of workers and intellectuals proclaimed themselves socialists, yet few worked toward the violent revolution predicted by Karl Marx. Analyze the major factors that account for this phenomenon.

1-5

2. Analyze the similarities and differences in the methods used by Cavour and Bismarck to bring about the unification of Italy and of Germany, respectively

6-9

3. Contrast late-nineteenth-century European attitudes and policies about race to those after 1950.

10-14

4. Analyze how industrialization and imperialism contributed to the development of consumer culture in the period 1850–1914

15-19

5. Analyze the political and economic effects of changing population patterns in Western Europe in the period circa 1950 to the present. Cite specific examples from at least TWO countries.

20-24

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**Question 5**

**In the late nineteenth century, millions of workers and intellectuals proclaimed themselves socialists, yet few worked toward the violent revolution predicted by Karl Marx. Analyze the major factors that account for this phenomenon.**

**9–8 points**

- Sophisticated thesis identifies more than one factor.
- Discussion is well balanced and deals with at least three factors explaining the demise of radical Marxism.
- Organization is clear and effective.
- All major assertions are supported by multiple pieces of relevant evidence.
- Essay contains a strong sense of cause and effect; analysis is insightful.
- Essay may contain some minor errors that do not detract from the argument.

**7–6 points**

- Thesis identifies more than one factor.
- Discussion is well balanced and deals with at least two factors explaining the demise of radical Marxism.
- Organization is clear and effective.
- All major assertions are supported by several pieces of evidence.
- Essay contains some analysis, though causal links may not be fully fleshed out.
- Essay may contain some errors.

**5–4 points**

- Attempted thesis either identifies just one factor or tends to restate the prompt.
- Organization is unbalanced and ineffective.
- Discussion either focuses on a single factor with adequate supporting evidence or addresses multiple factors but without sufficient supporting evidence.
- Essay is primarily factual narrative; there is little or no analysis.
- Essay may contain some errors that detract from the argument.

**3–2 points**

- Thesis is missing or just restates the prompt.
- Discussion may be limited to a general narrative of Marxist ideology.
- Essay provides at least some supporting evidence.
- Essay is often off task and irrelevant.
- Essay may contain several errors that detract from the argument.

**1–0 points**

- Thesis is missing.
- Essay is poorly organized.
- Essay is off task or not responsive to the prompt.
- There is little or no supporting evidence.
- Essay contains major errors.

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**Question 5**

**Sample: 5A**

**Score: 9**

The thesis in the last two sentences of the introduction is insightful, identifying three factors (nationalism, the expansion of the suffrage, and increase in living standards) as explaining the decline of the appeal of radical Marxism. The essay proceeds to develop these three factors in the body paragraphs, supporting them with multiple pieces of evidence (English military, economic and imperial success fostered a sense of nationalism and a corresponding waning of revolutionary spirit, while in Russia absolutist rule and lack of reform strengthened the popularity of radical Marxism; granting of universal male suffrage in Prussia eased revolutionary pressure; and advances in technology such as electricity and contraception led to improved quality of life for city dwellers). The essay is superbly organized by theme and demonstrates good understanding of the topic, thereby earning the maximum score of 9.

**Sample: 5B**

**Score: 5**

The thesis identifies three factors for the decline in popularity of radical Marxism, though the third one ("busy international interaction with other countries") is unclear and unconvincing. The discussion of the first two factors mentioned in the thesis — better working conditions and increased standards of living — is well developed and supported by relevant examples (the Factory Acts in Britain, formation of labor unions, greater availability of food and consumer goods, advances in medicine). There are some minor errors in this part of the essay (e.g., the reference to mercantilism), but they do not detract from the overall argument. However, the essay loses its focus when it attempts to discuss "international interactions" in the third body paragraph. The attempted analysis in that paragraph is unclear and factually and conceptually incorrect, and the paragraph as a whole detracts from the overall quality of the essay. The misinterpretations and erroneous statements in the third body paragraph prevented the essay from earning a score of 6, but the well-chosen examples and consistent focus on the question in the first two factors identified in the thesis merited higher than a score of 4.

**Sample: 5C**

**Score: 1**

The attempted thesis does not address the question, and the bulk of the essay is off task. Instead of responding to the question, the essay focuses entirely on autocratic intransigence in Russia. In the process of doing so, it appears to stumble upon one valid factor for the decline of radical Marxism (government repression), but because the discussion is limited to Russia, that factor is not convincingly developed and is partially contradicted by the discussion of the activities of Russian Marxist revolutionaries, including Lenin and Trotsky, later in the essay. Nonetheless the passing mention of one factor behind the decline in the appeal of radical Marxism in one country sufficed to earn this essay a score of 1.

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**Question 6**

**Analyze the extent to which conservatives in continental Europe were successful in achieving their goals in the years between 1815 and 1851. Draw your examples from at least two states.**

**9–8 points**

- Clear thesis articulates the extent to which the conservative goals were met in at least two states.
- Organization is clear and effective (e.g., juxtaposes developments in at least two countries side by side).
- Essay is well balanced and recognizes at least two states' attempts to achieve conservative goals.
- All major assertions are supported by multiple pieces of relevant evidence.
- Essay contains strong historical analysis rather than just factual narrative.
- Essay may contain some errors that do not detract from the argument.

**7–6 points**

- Thesis articulates the extent to which conservative goals were met in at least two states.
- Organization is clear and effective (e.g., juxtaposes developments in at least two countries side by side).
- Essay is well balanced and recognizes at least two states' attempts to achieve conservative goals.
- All major assertions are supported by several pieces of relevant evidence.
- Essay contains some analysis, though not fully articulated.
- Essay may contain some errors that do not detract from the argument.

**5–4 points**

- Attempted thesis either addresses just one state or addresses two or more states collectively, without specificity regarding the extent to which conservative goals were achieved in either state.
- Organization is clear but shows some imbalance (e.g., may focus on one country more than the other).
- Discussion is not balanced in regard to different conservative goals or individual countries.
- Major assertions are supported by at least one piece of evidence that demonstrates conservative reactions.
- Essay contains primarily factual narrative with little or no analysis.
- Essay may contain some errors.

**3–2 points**

- No thesis is or attempted thesis just restates the prompt.
- Organization is unclear and ineffective.
- Essay shows serious imbalance.
- There is little or no supporting evidence or the intended supporting evidence is not clearly linked to the question (e.g., may outline a narrative of the events surrounding the Congress of Vienna without connecting them to conservatism and its political goals).
- Essay may contain several errors that detract from the argument.



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**Question 6 (continued)**

**1–0 points**

- Thesis is missing.
- Essay is poorly organized.
- Essay is off task or not responsive to the prompt.
- There is little or no supporting evidence.
- Essay contains major errors.



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**Question 6**

**Sample: 6A**

**Score: 9**

The essay presents a clear and well-written thesis that articulates the extent to which conservatives achieved their goals in three states: France, Russia and Austria. The organization is clear, and the coverage is well balanced among the three countries chosen. The essay demonstrates an impressive command of a wide range of relevant events and dates, some of them fairly obscure. Each assertion is supported by multiple pieces of evidence. The analysis of the extent to which conservative goals were achieved in each of the three countries is insightful and sophisticated. The essay's analysis of events in three, instead of the required two, countries, the impressive level of historical detail, and the overall level of sophistication all contributed to earn the maximum score of 9.

**Sample: 6B**

**Score: 5**

The introductory paragraph lays out the goals of conservatives (represented by Mettemich) in the post-1815 period, but the concluding paragraph develops more fully an acceptable thesis that articulates the extent to which conservatives were successful in achieving their goals. The body paragraphs offer discussion of events in two countries (France and the Habsburg Empire); the supporting evidence is particularly strong for France. The analysis tends to overstate the case for conservative success, glossing over the July Revolution in France and the 1848 revolutions in both France and the Habsburg Empire, and not explicitly addressing the question in terms of evaluating the *extent* to which conservative goals were achieved in the two countries. The essay offers a very detailed treatment of the Congress of Vienna that is only weakly linked to the main argument. The essay did not earn higher than a score of 5 because it is mostly narrative in nature, with relatively little analysis, and does not fully address the issue of extent. However, the numerous specific examples and relatively well-developed thesis in the conclusion merited higher than a score of 4.

**Sample: 6C**

**Score: 1**

The attempted thesis in the introductory paragraph outlines, in general terms, one goal of some European conservatives, but it does not address the question of the extent to which conservatives were successful. The attempt at recapitulating the thesis in the concluding paragraph is counterfactual in its certainty. The discussion for both France and Russia is confused, off topic and riddled with factual errors and misinterpretations; it also shows a very shaky grasp of chronology (for example, in discussing the spread of communism in Russia). The essay earned a score of 1 on the strength of a passing reference to the 1830 and 1848 revolutions in France.

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**Question 4**

**Analyze the similarities and differences in the methods used by Cavour and Bismarck to bring about the unification of Italy and Germany, respectively.**

**9–8 Points**

- Thesis is clearly stated and addresses BOTH statesmen and compares and contrasts their methods of unification.
- Organization is clear, consistently followed, and effective in support of the argument.
- Essay is well balanced; the similarities and differences of both Cavour's and Bismarck's efforts are correctly described.
- Evenly compares and contrasts the methods of Cavour and Bismarck.
- Uses multiple examples to support the analysis of the similarities and differences.
- May contain some minor errors that do not detract from the argument (examples: calling the Seven Weeks' War the Seven Years' War; saying that Bismarck took over Denmark).

**7–6 Points**

- Thesis is clearly stated and addresses BOTH statesmen and compares and contrasts their methods of unification, although more attention may be paid to one aspect of the question.
- Organization is clear and effective in support of the argument, but not consistently followed.
- Essay is somewhat balanced, though the treatment of similarities and differences might be uneven.
- Contains at least two or three specific examples to support the analysis of the similarities and the differences.
- May contain several minor errors or one major error that detracts from the argument.

**5–4 Points**

- Thesis is clearly stated, but not fully responsive to the question; it might focus on either similarities or differences.
- Organization is clear and effective in support of the argument, but not consistently followed.
- Essay shows imbalance; the methods of either Cavour OR Bismarck may be discussed superficially.
- The analysis of the methods of either Cavour OR Bismarck might be supported with minimal examples and little factual support.
- May contain major errors or misleading overgeneralizations that detract from the argument.

**3–2 Points**

- The thesis is not clearly stated or just restates the question.
- Organization is unclear and ineffective.
- Essay shows serious imbalance; either just the similarities OR just the differences are discussed.
- Offers little factual support for analysis.
- May contain several major errors that detract from the argument.

**1–0 Points**

- No discernable attempt at a thesis.
- Poorly organized.
- One or none of the major topics suggested by the prompt is mentioned.
- Little or no supporting evidence is used.
- May contain numerous errors that detract from the argument.

# AP<sup>®</sup> EUROPEAN HISTORY

## 2008 SCORING GUIDELINES (Form B)

### Question 4 Historical Background

This question asks students to compare and contrast the methods used by Cavour and Bismarck. In order to answer this question, students need to know some specific facts about the unification process for each country. The stronger essays may generalize from these processes to some principles of state-building.

#### Textbook Material

Burns et al., *Western Civilizations* (9th edition, 1980)  
Kishlansky, *Civilization in the West* (7th edition, 2008)  
Merriman, *Modern Europe from the Renaissance to the Present* (2nd edition, 2004)  
Noble et al., *Western Civilization: Beyond Boundaries* (4th edition, 2007)  
Palmer et al., *A History of the Modern World* (12th edition, 2007)  
Spielvogel, *Western Civilization Since 1300* (6th edition, 2006)

This is a mainstream question. All texts discuss this topic and give good detail about the process.

Kishlansky, Noble, and (to a lesser extent) Palmer explicitly compare the methods of Cavour and Bismarck, suggesting that both were opportunists as well as realists compelled by *Realpolitik*. Both used diplomacy, but Bismarck had greater access to military force while Cavour cunningly got others (France) to use their military for his ends. Burns and Spielvogel emphasize the similarities in their methods. Merriman is less concerned with the agency of Cavour and Bismarck and more interested in the forces at work and the situation in Europe at the time.

Cavour was an opportunist who achieved unification by manipulation of diplomacy and international events. He used his influence to achieve liberal administrative reforms in the government of Piedmont-Sardinia and entered the Crimean War (1853-56) in order to sit at the peace conference. An alliance with France and Napoleon III against Austria gained him Lombardy in 1850, and subsequent plebiscites enabled other central Italian states to join Piedmont-Sardinia. Cavour was a shrewd political tactician, supporting a liberal parliamentary government with an anticlerical policy. Other small Italian states sought annexation with Piedmont-Sardinia. In southern Italy Cavour's liberal goals persuaded the followers of Giuseppe Garibaldi in Sicily and Naples to join with Piedmont-Sardinia to create a unified state. After Cavour's death, Italy gained Venetia in 1866 through an alliance with Prussia, and in 1870, when Napoleon III was under attack from Prussia, took Rome.

Bismarck is described as a ruthless chess master, a Junker who joined with the liberals to gain a common end (Kishlansky). He did not just use wars to attain his goals; he provoked them. Palmer, in detail, describes Bismarck's technique. In 1864 Bismarck joined with Austria to challenge Denmark for Schleswig-Holstein with Russian support, since he had supported Russia the previous year during the Polish rebellion. He reformed the German Confederation with a parliament and universal suffrage and reinforced the *Zollverein* customs union, which was led by Prussia and excluded Austria. In 1866 he challenged Austria over Schleswig-Holstein, fighting the Seven Weeks' War to exclude Austria from a united Germany. In 1867 Bismarck annexed several German states to create the North German Confederation. Alsace and some of Lorraine were added as some of the spoils of the Franco-Prussian War (1870-71). The *Zollverein* and the military were the backbones of Bismarck's united Germany with its old military order and economic modernization. He undermined his opposition by using the masses against the private interests of the nobility and the Church and even negotiating with socialists and incorporating some of their policies.



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**Question 4 Historical Background (continued)**

**Key Dates in Italian Unification**

1848: Mazzini and "Young Italy."  
1849: France sends troops to Rome to protect the Pope.  
1852: Cavour becomes prime minister of Piedmont-Sardinia.  
1854: Crimean War begins (ends in 1856); Piedmont sides with France and Great Britain.  
1856: Peace of Paris ends Crimean War.  
1858: Treaty of Plombières (France and Piedmont-Sardinia).  
1859: Austrian declaration of war against Piedmont-Sardinia.  
1859: Battles of Magenta and Solferino.  
1860: Treaty of Turin.  
1860: Garibaldi campaigns in Sicily and southern Italy.  
1861: All-Italian parliament with the exception of Rome and Venetia.  
1866: Prussian-Italian military alliance.  
1866: Italy annexes Venetia.  
1870: France pulls out of Rome.

**Key Dates in German Unification**

1834: *Zollverein* (customs union of German states) formed, without Austria.  
1848: Frankfurt parliament; "*Kleindeutsch*" versus "*Grossdeutsch*" debate; abortive liberal revolutions in the German states.  
1848: First Schleswig-Holstein crisis.  
1854: Crimean War begins (ends in 1856).  
1856: Peace of Paris (ends the Crimean War).  
1862: Bismarck becomes Prussian prime minister.  
1863: Polish revolts against Russia.  
1864: Second Schleswig-Holstein crisis.  
1864: Prussian/Austrian-Danish War.  
1864: Peace of Vienna.  
1866: Prussian-Italian military alliance.  
1866: Prussian-Austrian War (Brothers' War or Seven Weeks' War).  
1866: Peace of Prague.  
1867: Northern German Confederation, without Austria.  
1869: Leopold, Spanish crisis.  
1870: Ems Telegram; outbreak of Franco-Prussian War.  
1870: Battle of Sedan; Siege of Paris.  
1871: Treaty of Frankfurt.  
1871: Establishment of the Second Reich, Hall of Mirrors, Versailles.  
1873: Bismarck begins *Kulturkampf* against Roman Catholic influence.



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**Question 4**

**Sample: 4A**

**Score: 8**

This essay's thesis lists three areas to be discussed (war, diplomacy, governing policies) and organizes the response accordingly. The discussion of similarities and differences is fairly balanced. The organization is clear and effective, and the general statements are supported by many details. However, the numerous minor errors in the second and third paragraphs ("the 7 years war," "the Danish War," the implications that Garibaldi was directed by Cavour and that Bismarck allied with France to achieve his goals, and the claim that Bismarck was forced to choose between *Kleindeutsch* and *Grossdeutsch*) prevented the essay from rising to a score of 9.

**Sample: 4B**

**Score: 5**

This essay has an acceptable thesis. The discussion of Cavour is more detailed and more accurate than the discussion of Bismarck, although it misunderstands the relationship among Cavour, Mazzini, and Garibaldi. The essay makes some significant mistakes, such as the assertions that the *Kulturkampf* predated unification, that Bismarck battled the German states and negotiated with King Emmanuel, and that both states became republics. The response received a score of 5 rather than 6 because it contains too many errors and the analysis of the differences between Cavour and Bismarck is simplistic.

**Sample: 4C**

**Score: 2**

This essay is unbalanced, giving significantly more attention to Germany than Italy. It contains many errors, beginning with the thesis (both men used nationalism; "Cavour . . . never really had a war"). These mistakes continue throughout the essay, as demonstrated by the confused chronology of German unification and the multiplicity of Italian emperors. This lack of correct factual detail kept the score below 3, but the essay was given a score of 2 because the organization is clear and some of the details are accurate (for example, on the events of German unification, although the chronology is reversed).

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**AP<sup>®</sup> EUROPEAN HISTORY**  
**2008 SCORING GUIDELINES (Form B)**

**Question 2**

**Contrast late-nineteenth-century European attitudes and policies about race to those after 1950.**

**9–8 Points**

- Thesis is clearly stated and addresses BOTH attitudes and policies in BOTH periods.
- Organization is clear, consistently followed, and effective in support of the argument.
- Essay is well balanced; attitudes and policies in BOTH periods are covered.
- Discusses at least two points of contrast for each period with at least several (two to three) specific examples.
- May contain some minor errors that do not detract from the argument (for example, Israel was established in 1950).

**7–6 Points**

- Thesis is clearly stated and addresses BOTH attitudes and policies in BOTH periods but may emphasize one period over the other.
- Organization is clear and effective in support of the argument but not consistently followed.
- Essay is balanced overall; both periods AND attitudes and policies are discussed, although one might be discussed more superficially or in less detail.
- Discusses at least two points of contrast for each period with at least one supporting piece of evidence for each.
- May contain several minor errors or a major error that detracts from the argument.

**5–4 Points**

- Thesis is clearly stated but might only address one aspect of the question.
- Organization is apparent but is ineffective or inconsistently followed.
- Essay shows imbalance: discusses either attitudes or policies in both periods, or discusses attitudes and policies in both periods superficially.
- Most of the major assertions in the essay are supported by at least one piece of relevant evidence.
- May contain major errors or misleading overgeneralizations that detract from the argument.
- May contain irrelevant information (the slave trade, the Holocaust, Hitler, the United States Civil Rights Movement).

**3–2 Points**

- Invalid or irrelevant thesis, or the thesis simply restates the question.
- Organization is unclear and ineffective.
- Essay shows serious imbalance: only one period is discussed adequately, and either attitudes or policies are ignored.
- Includes only one or two major assertions about one of the periods.
- Offers little factual support or specific examples.
- May contain several major errors that detract from the argument.
- May contain irrelevant information.

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**Question 2 (continued)**

**1–0 Points**

- No discernable attempt at a thesis.
- Poorly organized.
- Tends to be a rant against the evils of racism, or entirely off task (for example, an essay on the slave trade).
- Ignores major aspects of the question.
- Off task chronologically and/or geographically.
- Little or no supporting evidence is used.
- Contains numerous major errors and irrelevant information.

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## 2008 SCORING GUIDELINES (Form B)

### Question 2 Historical Background

This question asks how European attitudes and policies about race were different after 1950 from attitudes and policies in the late nineteenth century.

To answer this question a student would need to think about what those attitudes were in the two different times and contrast them. A student would not need to explain how those attitudes were alike, although the stronger essays might do so. The simplest essay might list accurately the attitudes and policies in each period and describe the differences.

#### Textbook Material

Material in this section is derived from the following texts:

Chambers et al., *The Western Experience* (9th edition, 2007)  
Kagan, *The Western Heritage* (9th edition, 2007)  
Kishlansky, *Civilization in the West* (7th edition, 2008)  
Noble et al., *Western Civilization: Beyond Boundaries* (4th edition, 2007)  
Palmer et al., *A History of the Modern World* (12th edition, 2007)

Most texts do not talk about "race" in the late nineteenth century, so a student would need to remember that anti-Semitism would fall into this category and call up knowledge of Social Darwinism as well. When talking about the period after 1950, a student would have to resist any automatic response concerning race in the United States and think about decolonization, including the decline of the British Empire and the French withdrawal from Algeria, as well as the influx of immigrants into Europe.

The best texts for this question are Kishlansky, Chambers, and Palmer. Noble brings in some additional characters in the nineteenth century (Mary Kingsley and her discussion of African difference, not inferiority, and Edward Tylor and Paul Broca and their work in anthropology and evolution). Kagan joins Noble in placing Arthur de Gobineau and H. S. Chamberlain as anti-Semites and racists writing in the late nineteenth century.

#### Late Nineteenth Century

- Herbert Spencer and Charles Darwin: Social Darwinism and "survival of the fittest," equating cultural with racial superiority and used as a rationale for the colonial scramble and European Imperialism.
- Rudyard Kipling and the "white man's burden."
- Anthropology identifies racial differences and scientifically reinforces Darwin.
- Anti-Semitism: institutionalized persecutions and massacres (pogroms), even though the Jews were given religious and civil rights in the mid-nineteenth century. Professional and intellectual success leads to mass antipathy among the European population, and Jews were blamed for economic problems of the period—Dreyfus Affair, Zionism, Theodor Herzl, BUT not the Holocaust.
- **Off task:** slavery, the slave trade, Nazism.

#### Post-1950

- Guest workers and former British Empire citizens: discrimination in schools, even in birth countries. Post-1973 oil crisis attempts to restrict and/or control foreign workers.
- In Germany, third- and fourth-generation foreign workers (especially Muslims and Turks) denied right of naturalization ("guest workers"/"Gastarbeiter").
- France: police discrimination and identity controls, especially of North African Arabs and Vietnamese. Violence in Algeria. Non-whites from former colonies.

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**2008 SCORING GUIDELINES (Form B)**

**Question 2 Historical Background (continued)**

- Great Britain: ghetto riots in 1980-81. British Empire decolonization: Africa, Asia, Caribbean.
- Non-whites from former colonies in Britain, France, etc.
- Anti-Semitism weakened in postwar Europe.
- Some racist reaction (neo-Nazis, skinheads) but generally anti-racist policies from 1990 on.
- Soviet Union: Chambers mentions Stalin, Trofim Lysenko, and anti-Semitism.
- **Off task:** Hitler, Nazis, Japanese internment camps, United States (civil rights, Ku Klux Klan, Martin Luther King, Jr., etc.).

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**2008 SCORING COMMENTARY (Form B)**

**Question 2**

**Sample: 2A**

**Score: 8**

This essay has a clear thesis and detailed information on late-nineteenth-century European attitudes and policies about race (pogroms in Russia, the Dreyfus Affair, Kipling's "The White Man's Burden," New Imperialism). The discussion of the post-1950s era is solid, although less detailed, and it is this feature that kept the essay from earning the top score. It was awarded an 8, however, because the post-1950s material is not superficial.

**Sample: 2B**

**Score: 4**

This essay's thesis is vague, as is most of the information provided. The second paragraph seems to be about the United States rather than Europe. The response received a score of 4 rather than 3 because it has an identifiable thesis and clear organization. It did not merit a 5 because the level of detail is not specific enough.

**Sample: 2C**

**Score: 2**

The thesis of this essay is unfocused and not entirely accurate. Much of the response contains irrelevant information (slavery, the concept of equal opportunity, the idea that the Second World War was caused by race, Nuremberg Laws, *Kristallnacht*). The essay received a score of 2 rather than 1 because there is some relevant information about the history of the Jews, including the establishment of Israel. It did not merit a 3 because much of the information is irrelevant, making the essay very unbalanced.

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**Question 5**

**Analyze how industrialization and imperialism contributed to the development of consumer culture in the period 1850–1914.**

**9–8 points**

- Thesis explicitly explains how industrialization and imperialism led to the development of consumer culture. Thesis may appear in conclusion.
- Organization is clear, consistently followed, and effective in providing support for causal linkages with development of consumer culture.
- Essay is balanced: both industrialization and imperialism are linked to development of consumer culture, though essay may offer less discussion of one or the other.
- Essay provides three or more pieces of evidence overall, with at least one for industrialization and one for imperialism, to support assertions.
- Essay may contain errors of fact, interpretation or chronology that do not detract from argument.

**7–6 points**

- Thesis explains how industrialization and imperialism led to the development of consumer culture; may be less explicit.
- Organization is clear and effective in support of the argument but may be less consistent in providing support for causal linkages with development of consumer culture.
- Essay is balanced: both industrialization and imperialism are linked to development of consumer culture, though discussion of one or the other may be clearly less developed.
- Essay provides at least two pieces of evidence, with at least one for industrialization and one for imperialism, to support assertions.
- Essay may contain an error of fact, interpretation or chronology that detracts from argument.

**5–4 points**

- Thesis attempts to address how industrialization or imperialism, or both, led to the development of consumer culture; may paraphrase prompt or suggest confusion or vagueness about linkages.
- Organization is clear but may not fully or consistently support linkages with development of consumer culture.
- Essay shows some imbalance; may focus on one area and make only general references to the other two.
- Essay provides at least two pieces of evidence to support assertions about relationship between industrialization or imperialism and development of consumer culture.
- Essay may contain multiple errors of fact, interpretation or chronology that detract from argument.

**3–2 points**

- Thesis may simply restate prompt and offer little to no explanation of how industrialization or imperialism led to the development of consumer culture.
- Organization may be apparent but may not support linkage between industrialization and imperialism and development of consumer culture.
- Essay shows serious imbalance; discussion of one factor may predominate, with only general references to the other two, especially consumer culture.
- Essay may offer few, if any, specific pieces of evidence in support of linkage between industrialization or imperialism and development of consumer culture.
- Essay may contain consistent errors of fact, interpretation or chronology that detract from argument.



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**Question 5 (continued)**

**1–0 points**

- Thesis may simply restate or misconstrue prompt and offer little, if any, explanation of how industrialization or imperialism led to the development of consumer culture.
- Organization may be apparent but may not support linkage between industrialization or imperialism and development of consumer culture.
- Essay includes few relevant references to industrialization, imperialism or consumer culture in 1850–1914; may offer an ahistorical discussion.
- Essay may offer little or no evidence, and what is provided may not be in support of linkage between industrialization or imperialism and development of consumer culture.
- Essay may contain numerous errors of fact, interpretation or chronology that detract from argument.

# AP<sup>®</sup> EUROPEAN HISTORY 2011 SCORING GUIDELINES

## Question 5 (continued)

### Historical Background

#### Industrialization (Second Industrial Revolution)

##### *High-level overview*

- Widespread adoption of factory and mass production
- Link between theoretical science and technology
- Rapid development of new technologies, especially in transportation and communications
- Development of the modern corporation and large capital ventures
- Era of globalization
- Overproduction of goods, which caused drop in prices for consumer goods
- Declining death rate and higher life expectancy; rapid increase and urbanization of population
- Increase in size and influence of middle class

##### *Specific examples*

###### *Organization of Business and Industry*

- Limited liability laws passed in midcentury allowed for the easier creation of large firms, and stock exchanges provided capital.
- French society under was integrated under Napoleon III — railroads, development of banking and capital, common dialect, newspapers, national mass culture and geographic access to cities and their goods.
- Crystal Palace Exhibition showcased British technology and products — artificial flowers, cooking utensils, thermostats, etc. (13,000 exhibits).
- German production boomed after unification and surpassed Britain by 1914 in chemicals, steel and coal.

###### *New Goods and Technologies*

- Synthetic fibers, radio, motion pictures, telephone, telegraph, internal combustion engine (auto and airplane) were developed.
- Electricity was developed.
- Chemical industry was developed.
- Growth of railroads allowed for easier and cheaper transportation, lowering costs.
- Refrigeration allowed for longer shelf life for fruits, vegetables and meats.
- Invention of photography and camera reinforced materialist focus and created new form of home decoration and display.

###### *Urban Environment*

- Improvements in understanding of disease (Pasteur, Koch, Lister, etc.) and medicine transformed urban environment (public health movement).
- Number of millionaires in business who displayed wealth increased.
- Cities became primary sites for business and conspicuous consumption (e.g., Paris during *la belle Époque*).

# AP® EUROPEAN HISTORY 2011 SCORING GUIDELINES

## Question 5 (continued)

### Historical Background (continued)

#### Imperialism

##### *High-level overview*

- Transportation and communication developments (steamships, airplanes, canals, railroads, telegraph, telephone, radio) facilitated exchange of goods and ideas and control of colonies.
- Access to cheap raw materials from overseas (jute, cotton, rubber, coconut oil, sugar, cocoa, peanuts, coffee) increased.
- Contact with Europe stimulated colonies' attraction to European goods.
- European economic and cultural dominance established worldwide.

##### *Specific examples*

###### *Colonial Goods and Cultural Exchange*

- Cocoa, sugar, tea, tobacco, coffee, cola, palm oil (soap and margarine), tin (canned foods), oil, rice, teak and rubber were exchanged.
- India provided Great Britain with jute, oilseeds, cotton, indigo and tea.
- Countries pursued precious gems and other key minerals and metals in South Africa.
- Rubber plantations were established in Belgian Congo.
- Exotic animal and plant specimens became collectors' items.
- European cultural imprint was seen worldwide — clothing, art, architecture, customs.
- Artists were influenced by travel to other areas of the world (depiction of plants, cultures, goods, etc.).

#### Consumer Culture

##### *High-level overview*

- Cheaper food costs and increase in real wages allowed for more spending on consumer items.
- Massive population increase and growth of cities (in size and as percentage of population) occurred.
- Haussmanization and urban renewal were undertaken.
- Leisure time increased.
- Improvements in literacy and education stimulated desire for cultural products.

##### *Specific examples*

###### *Urban Setting*

- New transportation was invented — streetcars and subways (by 1910, 6.7 billion riders were carried in Great Britain, France, Germany and Austria-Hungary).
- Parks and green spaces were developed.
- Broad boulevards, shopping areas and lighted streets were featured.
- Museums, theaters (Gilbert and Sullivan), cafes, opera houses, amusement parks and elegant hotels became popular.

# AP<sup>®</sup> EUROPEAN HISTORY

## 2011 SCORING COMMENTARY

### Question 5

#### Overview

This question required students to connect three developments causally — industrialization, imperialism and consumer culture. Given the period specified (1850–1914), the question required students to discuss the Second Industrial Revolution and European “new imperialism” in Africa and Asia. The term “consumer culture” calls for an analysis of the cultural and social effects of economic developments. References merely to consumer “goods” did not fully address the intent of the question.

#### Sample: 5A

Score: 9

The essay provides a strong thesis (particularly well developed in the conclusion) that explicitly addresses the question and maintains an effective and consistent focus on the appropriate time period, including subtle historical context. Multiple pieces of evidence are presented in support of the main argument in relation to industrialization. The discussion of the impact of imperialism on the creation of consumer culture is less specific but is conceptually strong nonetheless. Overall the essay addresses all parts of the question by developing strong causal links and effectively supporting the argument with examples, especially for industrialization. The essay earned the maximum score of 9 because of its high degree of sophistication and abundance of relevant detail.

#### Sample: 5B

Score: 5

The essay has a clear thesis that addresses the question. A connection is established between industrialization and imperialism and consumer culture, though in general terms. A few examples are mentioned of in-period consumer goods that became more widely available as a result of mass production (clothing, housewares). At times the response seems to conflate the First and Second Industrial Revolutions (referring, for example, to inventions such as the spinning jenny and the water frame), though it is more often on task than off task. There are few specific examples of the link between imperialism and consumer culture, and they refer to the export of European industrial goods and consumer preferences overseas, not to the process of creation of consumer culture in Europe. The essay did not merit a score of 6 owing to the limited number of examples provided and the presence of some out-of-period references. It earned higher than a score of 4 because of its clear thesis and consistent focus on the concept of consumer culture.

#### Sample: 5C

Score: 2

The thesis responds to the question, but in very general terms. The discussion of industrialization lacks specificity (the only example of in-period technological advance is a passing reference to electricity), conflates the First and Second Industrial Revolutions, and sets up an erroneous dichotomy between producers and consumers. The section on imperialism is limited, and the links to consumer culture it attempts to establish are either tenuous or out-of-period (for example, the reference to spices). Because the essay does not address explicitly the concept of consumer culture (as distinct from consumption of goods), and because it does not provide sufficient evidence for its assertions, it did not earn a score of 3. It earned higher than a score of 1 because it presents a thesis and attempts to link industrialization and imperialism to increased consumption of goods, albeit in a general way.

**AP<sup>®</sup> EUROPEAN HISTORY**  
**2010 SCORING GUIDELINES (Form B)**

**Question 5**

**Analyze the political and economic effects of changing population patterns in Western Europe in the period circa 1950 to the present. Cite specific examples from at least TWO countries.**

**9–8 Points**

- The essay provides a sophisticated thesis that addresses EITHER political effects OR economic effects in TWO European countries.
- The organization is clear and effective.
- The essay is well balanced between TWO European countries.
- The essay clearly connects changing population patterns to political OR economic effects.
- All major assertions in the essay are supported by at least TWO pieces of relevant evidence from at least TWO different countries.
- The essay may contain minor errors.

**7–6 Points**

- The essay provides a good thesis that addresses EITHER political effects OR economic effects in TWO European countries.
- The organization is clear and effective.
- The essay clearly connects changing population patterns to political OR economic effects.
- All major assertions in the essay are supported by at least ONE piece of relevant evidence from at least TWO specific countries.
- The essay may contain minor errors.

**5–4 Points**

- The essay provides an adequate thesis that is clearly stated but uneven. It tends to focus too much on a single country OR just restates the question.
- The organization is unbalanced and not very effective. The essay feels like a German political paper or a Dutch economic paper.
- The essay struggles with the connections between changing populations and political OR economic effects.
- The essay contains mostly general statements without any reference to any individual countries.
- Assertions are supported by at least ONE piece of evidence.
- The narrative is mostly factual with little analysis and little sense of connections.
- The essay may contain minor errors.

**3–2 Points**

- The essay provides no thesis or just restates the question.
- The organization is unclear and ineffective.
- The essay shows serious imbalance.
- The essay makes little or no connection between changing population patterns and political and economic effects.
- The essay is off task with irrelevant material.
- Statements are superficial, vague and general.
- There is little historical proof or evidence, and the essay never mentions a single European country.
- The narrative is all factual with no analysis or connections.
- The essay may contain several errors that detract from the argument.

**AP<sup>®</sup> EUROPEAN HISTORY**  
**2010 SCORING GUIDELINES (Form B)**

**Question 5 (continued)**

**1–0 Points**

- The essay provides no thesis.
- The organization is poor.
- The essay is off task and nonresponsive to the question.
- Irrelevant material is provided.
- There is little or no evidence of any understanding.
- No factual evidence is presented.
- There are no connections and no analysis.
- The essay may contain numerous errors that detract from the argument.

# AP<sup>®</sup> EUROPEAN HISTORY

## 2010 SCORING GUIDELINES (Form B)

### Question 5 — Historical Background Notes

For the average AP European History student, this question may be challenging for two reasons. First, the time parameter is post-1950, hence modern European history, a time period many AP classes struggle to reach by the end of the year. Second, the topic in the majority of the texts is covered in general themes, for example, “postwar immigration.” Because of this, only the very good essays will have the sophistication to reference individual examples for specific countries.

Postwar Europe witnessed widespread migration and immigration patterns. This fell into roughly two general periods: 1950–1970 and following the collapse of the Soviet Union in 1991.

- West Asian — Pakistani and Indian — immigrants arrived in the British Isles following the establishment of India and Pakistan in 1947. The arrival of West Asian immigrants was followed by a wave of immigrants from the British Caribbean.
- The arrival of Turkish, Italian and Greek *Gastarbeiter* (guest workers) in West Germany in the 1950s and 1960s helped transform the Federal Republic, resulting in the *Wirtschaftswunder* (economic miracle) of the 1970s. By 1970 the second largest Turkish city in the world was Berlin.
- The *Pieds Noirs* (black feet) phenomenon arose in France as tens of thousands of Algerians and North Africans migrated to France following the Algerian War of Independence, 1954–1962. Most North African immigrants arrived in France after 1967. France currently has the largest Muslim population in Western Europe.
- In the late 1970s clandestine women from Africa snuck into Italy for jobs.
- Primarily Poles but also many Eastern Europeans flooded the newly united Germany in the 1990s, willing to work for lower wages. All of this was mitigated by the collapse of the Soviet Union in 1991.
- Chechens and peoples from the Caucasus region migrated north to Russia for better jobs and housing following the fall of the Soviet Union in 1991.
- Tens of thousands of displaced Bosnians, Croats and Serbs migrated west to Italy to escape the Bosnian civil war, 1992–1995.
- Thousands of Iraqis found safety and asylum in Scandinavia following the first Gulf War (1990–1991) and the second Gulf War (2003).

Massive waves of migration and demographic shifts in Europe resulted in what has been termed the “wage revolution.” Since most immigrants were willing to work longer hours for less wages, the phenomenon called the “browning of Europe” took place, especially following decolonization in the late 1940s and 1950s. This phenomenon explains the dramatic shift in industries that traditionally employed white Europeans (construction, city services and the auto industry) to those populated by non-European immigrants. The wave of immigrants to Europe since 1950 has become a politically explosive issue. At the same time, since 1980 birth rates in many Western European countries continued to decline because of easier access to birth control pills and to abortions.

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**AP<sup>®</sup> EUROPEAN HISTORY**  
**2010 SCORING GUIDELINES (Form B)**

**Question 5 — Historical Background Notes (continued)**

- In 2000, 14 European countries were no longer reproducing their populations. Italy and Spain led the way followed by Germany and Sweden. In other countries population growth has been zero.
- Some 1.7 percent of the Italian population is foreign born.
- Some 3.4 percent of the UK population is foreign born.
- Some 6.3 percent of the French population is foreign born.
- Some 8.8 percent of the German population is foreign born.
- Some 19 percent of the Swiss population is foreign born.

Many Europeans since 1980 have felt themselves overwhelmed by immigrants. Rising intolerance, racism and xenophobia have become apparent in Europe, resulting in the dramatic radicalization of European politics to the right. Ultranationalist and right-wing political parties have increased in membership since the 1960s in Western Europe. The common themes are anti-immigration, anti-foreigner and ultranationalism. All the nationalist parties mentioned below advocate strict immigration laws coupled with "right to work" legislation.

- The National Labor Front was founded in the UK in 1967.
- The National Democratic Party was founded in Germany in 1964.
- The National Front was founded in France in 1972 by Jean-Marie le Pen.
- The Alliance for the Future of Austria was founded in 2005 by Jörg Haider.



**AP<sup>®</sup> EUROPEAN HISTORY**  
**2010 SCORING COMMENTARY (Form B)**

**Question 5**

**Sample: 5A**

**Score: 9**

This essay provides a sophisticated thesis. It makes clear connections between population shifts and economic and political effects. The writing is very analytical, demonstrating a clear appreciation of the relationship between cause and effect. The essay discusses two countries, France and the United Kingdom. It provides at least two relevant examples for changing population patterns in France and the UK. The analysis is more sophisticated than most essays. The essay uses examples that are specific and extremely relevant.

**Sample: 5B**

**Score: 5**

This essay provides a good thesis. It is very general, with a brief mention of the UK and France and a brief mention of Parliament in the UK. In the second paragraph it is not clear what country is being discussed. The essay is too vague and nonspecific to merit a higher score. However, compared to essays that earned lower scores, there are two briefly discussed examples of at least two European countries.

**Sample: 5C**

**Score: 3**

This essay does not provide a thesis. It discusses two countries, France and the UK. It includes a generalized discussion of birth rates in France and a generalized discussion of immigrants in the UK. The essay shows little appreciation for the connection between changing populations and political and economic effects. It lacks relevant and specific examples, other than superficial statements, and states the obvious with little depth of understanding. It is too vague, with too few attempts to develop an argument concerning France and the UK. However, it does attempt to address the question.